

VISIT...

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Tutor Teaching Tips

Repeated Reading • X-5

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *The Smoke Jumper* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What is the narrator's job? (put out small fires around the big fire)

How successful were the firefighters? (put out 16 small fires, but not the big fire)

How does the narrator describe the fire? (roar of a freight train; heat like a blanket; surrounded by burning smoke; clouds spiraling upward)

If time permits, repeat the steps above using part 2 of the passage, *The Smoke Jumper*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them number-side down on the table. Have the child draw a card, read the word, and tell you whether the word is an adjective (describes a noun) or an adverb (describes a verb, adjective, or another adverb). Have the child check the answer on the back of the card. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. If the child is not correct, he/she cannot move. It is now your turn. Repeat the game as time permits.

Part 1

The small fire that had started just over an hour before had grown rapidly 14
 in size and strength. Urged on by gusting winds and fueled by acres of 28
 crisp, dried grass, it had raced forward, evolving into a raging wall of 41
 flames. Our job was to extinguish all spot fires and flare-ups, which are 55
 little fires that start from the big fire, before they swept out of control. We 70
 put out a total of sixteen spot fires in three hours, but we were unable to 86
 put the big fire out. 91

The fire inched closer to the trees at the base of the mountain. Fingers of 106
 flame licked at the bark, igniting the trees one by one like candles on a 121
 birthday cake. A deafening roar filled the air; it was as if a freight train 136
 were bearing down on us. The heat wrapped around us like a heavy 149
 blanket. We were completely surrounded by smoke; our eyes burned and 160
 we scorched our throats every time we took a breath. The clouds of black 174
 smoke began spiraling upward in search of fresh air. . . not a good sign. 187



Part 2

"CROWN FIRE!" the line scout yelled, and I looked up in time to see 14
 flames bursting from the clouds of smoke just five feet above my head. 27
 Once the fire reaches the crowns of the trees, it leaps from tree to tree in 43
 midair, and almost nothing can stop it. The foreman issued orders rapidly 55
 as we all headed for our escape routes. There was nothing we could do 69
 but hope that the crews ahead of us were successful in creating the 82
 backfire. It was the only way to stop a crown fire, and our only hope 97
 of saving the town of Goldberg. 103

The two fires, the wildfire and the backfire that had been set, approached 116
 each other like longtime enemies. They roared noisily, battling over who 127
 had the right of way. Flames rose into the air like arms as they each tried 143
 to push their way forward. Crackling and sparking, they continued the 154
 fight, gradually losing strength and slowly wearing each other down. They 165
 had both left behind a trail of destruction, and since there was nothing left 179
 to feed the fires, they both eventually burned out. 188

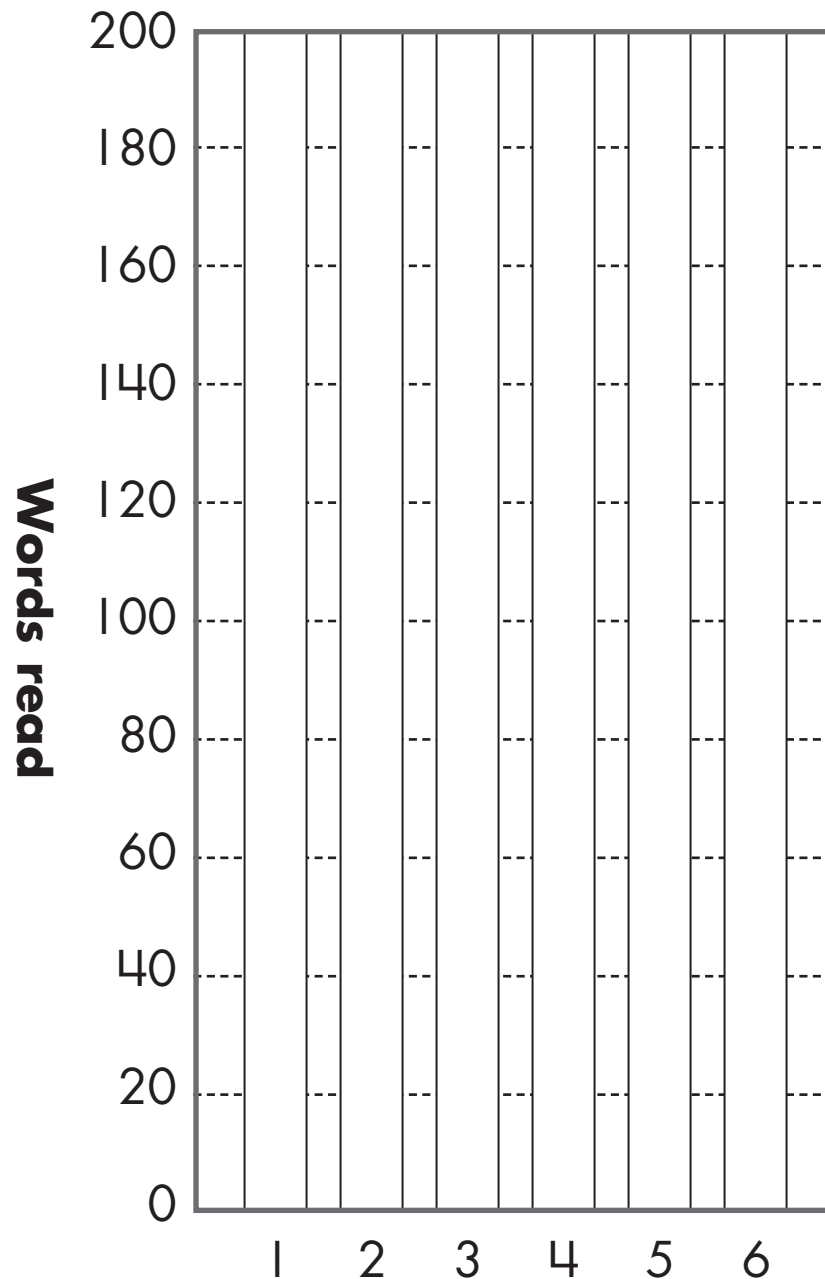


Fluency

Repeated Reading Bar Graph

Lesson X-5

Name _____ Date _____



Number of errors: _____
 1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency



Game Cards (FRONT)

Lesson X-5

small

raging

little

deafening

completely

rapidly

noisily

gradually

eventually

slowly

successfully

powerfully

only

crisp

dried

heavy

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson X-5

adjective

2

adjective

3

adjective

1

adjective

2

adverb

5

adverb

3

adverb

3

adverb

2

adverb

3

adverb

2

adverb

4

adverb

3

adjective

5

adjective

2

adjective

1

adjective

4

